

Got

Leadership

A word cloud on a black background with the word 'LEADERSHIP' in large, bold, orange letters at the center. Other words in various colors and orientations surround it, including: 'support', 'reflection', 'interaction', 'systems', 'passion', 'collaboration', 'assessment', 'strategies', 'change', 'resistance', 'persistence', 'conflict', 'willingness', 'interpersonal', 'humility', 'hero', 'challenge', 'start', 'emotional', 'coaching', 'awareness', 'connections', 'energy', 'persuading', 'shared', 'communication', 'strength', 'jump', 'observe', and 'observe'.

Leadership Dance Card

Each leader has his or her style of leadership.

Some styles will work for others, while some just don't!

In this activity participant, mix with the entire group and sign-up names of four other participants on their "interview dance card."

During the workshop, participants will seek out their "dance partners" to conduct a short leadership interview using the following questions.

Order of Dances

Leadership Quick Step

How do you set, clarify, and hold your team accountable to shared expectations?

Budget Boogie Woogie

How do you motivate your school community when budget cuts and potential RIF is a focus?

Staffing Soft Shoe

How do you deal with conflict?


Communication Charleston

How do you recognize and celebrate success?

Engagements

Compass Points

Participants are invited to go to the “direction” of their choice. No one is “only one direction,” but everyone can choose one as their pre-dominant direction.

	North Acting – “Let’s do it;” Likes to act, try things, plunge in.	
West Paying attention to detail —likes to know the who, what, when, where and why before acting.		East Speculating – likes to look at the big picture and the possibilities before acting.
	South Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.	

National School Reform Faculty www.nsrffharmony.org

Compass Points continued ...

Participants are invited to go to the “direction” of their choice. No one is “only one direction,” but everyone can choose one as their pre-dominant direction.

1. What are 4 strengths of your style?
2. What are 4 limitations of your style?
3. What is the style you have most difficulty working with and why?
4. What would you want others to know about your style?

Scenario #1: Monitoring Your Communication Style

Working with your Leadership Quickstep partner, discuss the following question reflecting on your communication style.

1. How do you set, clarify, and hold your team accountable to shared expectations?

AB Each Teach

Working with your "Budget Boogie Woogie" dance partner, complete the AB Each Teach activity.

1. Pairs designate one partner as A and one as B.
2. Person A reads one section of text (Dialogue).
3. Person B reads another section of text (Discussion).
4. When both are ready, they teach their section to their partner.

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Dialogue vs. Discussion

The word “dialogue comes from the Greek **dialogos**: **Dia** means “through” and **logos** means “word”. In this meaning making through word, group members inquire into their own and others’ beliefs, values, and mental models to better understand how things work in their world. In dialogue, listening is as important as speaking.

- Social/Emotional, shared understanding
- **Outcome: Understanding**

Discussion, in its Latin root **discutere**, means “to shake apart”. Discussion require conversations that are infused with sustained critical thinking, careful consideration of options, and respect for conflicting points of view.

- Critical thinking, decisions
- **Outcome: Decision**

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Scenario #2: Discussion vs. Dialogue?

Working with your “Budget Boogie Woogie” dance partner and another dance team, first read the following question, then share your ideas and thoughts utilizing a dialogue format.

How do you motivate your school community when budget cuts and potential RIF is a focus?

Focused Reading

Working with your “Staffing Soft Shoe” dance partner, complete the following Focused Reading activity.

1. Read the text “Paraphrasing”.
2. Mark the text for purposes such as:
 - ✓ Affirms prior knowledge
 - ! Surprises you
 - ? Wish you knew more about this
3. Working with another “dance team”, explore the items you marked. Each member shares only one item at a time.

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Paraphrasing

To paraphrase is to re-cast or translate into one’s own words; to summarize or to provide an example of what has just been said. Paraphrasing maintains the intention and the accurate meaning of what has just been said, while using different words and phrases. The paraphrase helps members of a team hear and understand each other as they evaluate data and formulate decisions. Paraphrasing is also extremely effective when reducing group tension and individual anger.

“The paraphrase is possibly the most powerful of all non-judgmental verbal responses because it communicates that I am attempting to understand you and that says I value you” (Costa & Garmston, 1994, p. 49).

Three Levels

- | Acknowledge & Clarify | Summarize & Organize | Shifting Conceptual Focus |
|------------------------------|--------------------------------|------------------------------|
| • You’re thinking ... | So, there are three issues ... | So, a strong belief you hold |
| • So, you’re wondering ... | First you’re going to ... then | is ... |
| • You’re concerned about ... | you will ... | A goal for you is ... |

Reflecting

Mediating

Scenario #3: Paraphrase Me?

Working with your “Staff Soft Shoe” dance partner, utilize your paraphrasing skills to discuss the following statement:

“Communities that can productively engage in conflict have a great potential for continual growth and renewal. Conflict is a critical factor in understanding what distinguishes a generic professional learning community of teacher colleagues from a **learning** community engaged in ongoing inquiry and change.” (Achinstein, B. 2002)

Here’s What, So What, Now What?

Working with your “Communication Charleston” Dance partner, complete the “Here’s What, So What, Now What?” Activity*

1. Explain the purpose of each column: “Here’s What” for specific data the group is working with; “So What” for an interpretation or meaning of the data; “Now What” can be a prediction, an implication, or a question for further study.
2. In pairs or small groups, members complete the Now What and So What columns.
3. Conduct a full-group dialogue.

*Please note this activity has been modified from its original version for the purpose of this training.

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ment
ation
interaction

Here's What <i>Specific Data</i> <i>(What I Know)</i>	So What <i>Interpretation/Meaning</i> <i>(How I can use this in my work)</i>	Now What <i>Prediction/Implementation</i> <i>(Two things I commit to trying)</i>

start
chan
em

IP

awareness
observe
energy
con

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New Mexico Regional Education Cooperative Association

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